

University of Northern Iowa UNI ScholarWorks

UNI Grad Student News

Graduate College

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UNI GRAD STUDENT NEWS: ALUMNI ISSUE

April 2017 • Volume 17 • Issue 5

Message from the Dean



Hello and welcome! I am Kavita Dhanwada and I am honored to serve as Dean of the Graduate College at the University of Northern Iowa. I started my position as Dean in July 2015, but, am no stranger to UNI; I have been here since 1998 starting my career as

an Assistant Professor in the Biology department. I'm excited to update you on the activities of the Graduate College. We currently offer over 50 graduate programs and certificates. The breadth of our programs range from professional degrees to applied/practitioner programs to degrees in research-based studies. We provide students with a variety of programs delivered to meet their educational and career goals, either on campus or through distance education. I invite you to review this inaugural newsletter featuring our students, faculty and alumni. You can see how their contributions are impacting the public good. The synergy of the students, faculty staff and alumni at UNI provides an ideal environment for current and future scholars, practitioners and leaders!

At the Graduate College, in these past months, we have worked on "Building Graduate Community". In this initiative, our resolve is to be intentional and improve on programming to help our graduate students build their sense of graduate community. Many students, especially those in cohort programs, find it within their programs, however, we wanted to expand this sense of community to all our students. Through the introduction of professional development programs, our students were invited to network and build relationships with others during several Graduate Student Social Mixers and reach out and engage with

fellow students at a number of workshops that included topics such as: Information Literacy for Graduate Students, Presenting Poster Presentations, How to Give an Oral Presentation, Ethical Issues in Qualitative and Quantitative Research, and Avoiding Plagiarism.

Our goal is to help students develop their analytical and problem solving skills by not only learning content in their discipline, but by learning how to communicate and specifically articulate their scholarship to their colleagues, professors as well as the external community. The opportunity to present their research at our Annual Graduate Student Symposium is always important. On April 4, we celebrated our 10th anniversary of the Symposium where many student presenters shared their scholarship and creative activities during an energizing day. Eighty-one graduate students and 35 graduate faculty judges participated in this year's event. We were thrilled to have four of our alumni discuss how their graduate education contributed to the public good. Go to the Graduate College website for additional information on the 10th Annual Graduate Student Annual Symposium!

While we and others may extoll the virtues of graduate education, there are those who question the true value of a getting an advanced degree. Is it really needed or is it just a way for many to go further into debt? According to the Bureau of Labor Statistics 2014-2024 forecast, occupations typically requiring a graduate degree for entry are predicted to grow the fastest compared to positions at the undergraduate or non-college levels. While the benefits to the economy are certainly present, do those who pursue graduate education impact the public good and if so, in what ways?

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Message from the Dean

Many of our students and faculty are already having an impact; the public good is being enhanced by their contributions to the economy, scholarship, the community and to educating the public at the local and state levels. Take a look on our website for "Graduate Education for the Greater Public Good" to see how UNI's graduate community is contributing!

UNI graduate education is already positively impacting the state of Iowa by adding to its workforce, providing services to local and state businesses and organizations and providing research and scholarship that adds to the current literature. The Graduate College wants to do more to help our students and faculty by providing additional hands-on, experiential opportunities. We want to help our students travel to conferences and professional development workshops, to engage in service/outreach opportunities in the community, to receive scholarships to complete their programs of study, and to increase the number of graduate assistantships we offer. By doing this, we provide a

larger stage for our students and faculty to showcase their work, thus impacting the public good.

In closing, I request your help so that our students can make an even stronger impact on the public good. Please consider giving a financial gift to the Dean's Fund for the Graduate College or the Graduate Student Opportunity Fund.

After reading this newsletter, we hope that you will see how UNI's graduate community is not only working to improve as individuals but making a positive impact on the public good.

Enjoy!

Sincerely,

Kavita R. Dhanwada,
Dean, Graduate College

University of Northern Iowa Foundation



Hail our Panthers! My name is Jeremy Rosel and I'm the Assistant Director of Regional Development and the development officer for the Graduate College. As a recent UNI undergraduate alum, I know firsthand the impact that generous donors have at our university. Please consider supporting our graduate students at the University of Northern Iowa and make a difference in students' lives as they embrace education and work to enhance their future professional careers. You can be the one to make a difference.

Please consider supporting UNI in the following ways:

- Creating a Scholarship - A scholarship provides financial support and gives students' the opportunity to pursue all academic and extracurricular activities available at UNI Support the Graduate College
- Dean's Fund - The Dean's Fund is critical in creating student opportunities. It allows the Dean to address the most pressing needs of the College. Your gift to this unrestricted fund is one of the most powerful and immediate ways to impact the lives of students and faculty.
- Join the UNI Legacy Society - Create a legacy for the future with a gift through your will or other planned gift can help future students and programs in ways you never dream possible!



I want to offer those who donate their time, talent and treasure to UNI my deepest thanks. I look forward to helping alumni and friends provide life-changing experiences to our students.

To learn more opportunities to impact the Graduate College, please contact me, Jeremy Rosel, at 800-782-9522 or 319-273- 7111 or roselj@uni.edu.

QUICK FACTS

- **Current Title**
Professor of Counseling and Division Chair for Clinical Mental Health Counseling and School Counseling
- **Department**
School of Applied Human Sciences
- **Academic Background**
Ph.D. in Counselor Education with a minor in Mental Health, M.Ed. in School Counseling, BA in General Sciences (chemistry, biology, physics)
- **Length at UNI**
10 years
- **Website**
<http://www.uni.edu/csbs/sahs/counseling/faculty-directory/roberto-swazo>



Q: Describe your professional background.

I have worked as a middle school science teacher, high school counselor, college counselor, and mental health consultant and practitioner. I have had the opportunity to practice the

profession in the Caribbean, U.S., Central America, and Europe. These experiences have allowed me to have a broader perspective of the profession at large and its evolution.

Q: When did you begin your position at UNI?

This is my second term at UNI. I initially arrived at UNI in 1998 and left for Chicago in 2005. Then, I came back in 2013 as faculty and Division Chair to lead the re-accreditation process for the Council of Accredited Counseling and Related Educational Programs (CACREP) which was successfully obtained in 2015.

Q: Your program includes both School Counseling and Clinical Mental Health Counseling. What are some current issues included in your students' training to prepare them to be professionals in their chosen fields?

Our current School and Clinical Mental Health Counseling students are a reflection of a quick-pace culture heavily influenced by technological advances in which speed and easily accessible information are expected. We are integrating more technology as part of our teaching strategies in order to prepare them for the 21st century as opposed to the 20th. Similarly, we have expanded the perimeter of action and students are allowed

to have Practicum and Internship experiences anywhere in the U.S. and international locations. There are new themes or topics that are being addressed in many of the courses that will help our trainees to work with their future clients such as: issues related to societal and peer pressure, cyberbullying, eating disorders, and diversity.

Q: In reviewing your website, you have had a number of speaking opportunities at conferences. What is on your calendar for 2017?

In addition to the international keynote speeches and invitations listed on the website, this year I was fortunate to be invited to keynote at the Iowa Substance Abuse Supervisor's Association (ISASA), and will be one of the keynote speakers for the Iowa Department of Public Health (IDPH) on the 40th Annual Governor's Conference on Substance Abuse to be held in April 2017. I will be addressing the issues of diversity and their impact in counseling practices. Also, I was the invited speaker for the Health Care Disparities Forum at the University of Arizona Health Sciences and delivered a speech about Multicultural Competencies among Health Providers.

Q: What kinds of opportunities do your students have to build their experiences in the areas of diversity and inclusion?

Since I came to UNI in 2013 I have been leading a Study Abroad course in Guatemala that has been very successful and embraced by Counseling, Social Work, and Psychology students. They have the opportunity to travel abroad, use local transportation, immerse themselves in a different culture, interact with locals, lead international service learning activities, and connect theory with practice.

Q: Congratulations on being named a Fulbright Scholar! Tell us about your upcoming Fulbright Project.

Last year, I established a collaboration agreement between the University of Northern Iowa and the University of Palermo Sicily during one of my visits to Europe. Since then, I have established a relationship with the Psychology program at the University of Palermo to promote and increase exchanges. The concept of school counseling is absent in Italy and most European schools as a unique and separate discipline; therefore, it represents a niche and potential source for advanced training, recruitment, exchange of resources. My Fulbright Project is scheduled from October 17-December 5, 2017.

To learn more about the Counseling Program visit:
<https://www.uni.edu/csbs/sahs/counseling>

QUICK FACTS

- **Current Title**
Associate Professor of Geography
- **Department**
Department of Geography
- **Academic Background**
Ph.D. in Geography Education, Washburn University; M.A. in Geography, Kansas State University; B.A. in Political Science, Washburn University
- **Length at UNI**
21 years



Q: Briefly describe your professional background.

Topeka Kansas Public Library-children's department; substitute teacher-long term assignments; owner of several retail businesses; Dillard's department manager; University of Northern Colorado Geography Department; UNI Geography Department. Part of my career path was determined by the many years wait to adopt a child. At that

time you could not be employed full time or under contract if you were trying to adopt.

Q: When did you begin your position at UNI? What attracted you to the campus?

I came to UNI in 1996 from Colorado. The job description was what appealed to me. By accepting this position, I was made the coordinator of the Geographic Alliance of Iowa. This was a large grant through National Geographic that allowed me to work with teachers from all 99 counties for many years.

Q: Could you share your international experience as an educator?

I have traveled to well over 50 countries in my lifetime. I always look at the landscapes and try to pass on my gained knowledge to my students. I find it particularly interesting to travel to places that my students are unlikely to ever experience for themselves.

Q: You've written many books and articles. Could you share a few of your publications and journals?

•Weller, Kay E.. 2005. Colonizing African American Places in Kansas 1857-1885. *Heritage of the Great Plains* 38(2), 4-21.

•Weller, Kay E. (1999). Nicodemus, Kansas: Historical geography of an all-black frontier town. *Bulletin of the Illinois Geographical Society* 41(2), 3-25.

This topic is my favorite to research and report on. I grew up 15 miles from the only remaining all-black town west of the Mississippi River. My grandparents were friends with most of the colonizers and/or their children. As I spent time with my Grandfather when he would be going to Nicodemus when he was sheriff, I developed a color blind perspective about people. This research came out of my love of the citizens from my home county and our unique cultural heritage. I could write volumes about these people and their town. In fact, that is one of my goals in my retirement from UNI. My research has resulted in the identification of 19 all black Kansas towns and their subsequent demise into ghost towns.

Q: Besides your departmental responsibilities, do you have any other university responsibilities?

Responsibilities outside of the department are particularly near and dear to me. I have served on the Council for Teacher Education and what is now the Secondary Education Senate since my arrival, including serving as Chair. However, the assignment that I enjoy most is serving on the CSBS Scholarship Committee and the Alderman Scholarship Committee. After all, who would not enjoy giving out money to deserving students. The Alderman Scholarship is particularly fun because it is based on needy, worthy, and appreciative per Mr. Alderman. Since it does not rest on GPA or class standing it is so nice to be able to help a student who would not get to attend any university without this scholarship.

Q: As you retire at the end of this year, do you have any reflections to share on your experience in working with students? Plans after retirement?

One thing that I have learned in the years since coming to UNI is that students are good people who just need a little guidance to find their way to success. It is so important that faculty really "listen" to what they are telling you. What I love the most is seeing students early in their academic careers in World Geography and then seeing them in another setting. One of our current male basketball players comes to mind immediately. He seemed like such a youngster when he was in my class and now when I see him on the basketball court he is a man. He is the leader now, not the one being led. Every time I see that happen with a student I am delighted and want to pump my fist with a big "yes." Just seeing their success is such a joy. I could give you a whole list of people that I have watched mature and begin to accept responsibilities and now are professionals. That is what I will miss the most in the next few years. Students, in general, simply make me happy.

I am hoping to be able to do some writing in my new found spare time and to continue my passion for church music. I would like to go back to being an organist or pianist in a church. It is my stress relief.

QUICK FACTS

- **Graduate Program**
English, Creative Writing Emphasis
- **Anticipated Graduation**
May 2017
- **Undergraduate Degree**
B.A., English: Creative Writing and Psychology
- **Undergraduate Institution**
University of Iowa



Q: Tell me about your experience as a Graduate Assistant?

I am currently the Graduate Assistant to Dr. Lamberti in Languages and Literatures and Dr. Riedle in Industrial Technology as the Technical Writing Specialist for Tech Industrial Projects, a senior course. In the fall of 2016, I was

a Graduate Teaching Assistant for College Writing and Research, an introductory level English course at UNI. Outside of my assistantship, I am a book reviewer for Alternating Current Press' literary magazine *The Coil* and a fiction editor for *3Elements Review*. I also served as an editorial intern at *North American Review* during the spring and summer of 2016, where I edited and proofread submissions and corresponded with authors.

Q: When did you first develop an interest in writing?

I fell in love with writing when I wrote a short story on Halloween in the third grade, and I've continued writing ever since.

Q: What types of writing do you do?

I write flash fiction, which is a extremely brief piece, typically only a few hundred words in its entirety. I also write short fiction stories of more traditional length, as well as creative nonfiction essays and book reviews. Some of my favorite subjects to write about are how men and women interact, power dynamics, and teenage boys who appear to be in power; I focus on their character.

Q: What are some of the recognitions your writing has received?

Some of my most recent pieces to receive recognition include: "Noctilionidae," nominated for the 2017 Pushcart Prize by *Burnt Pine Magazine*; "Assessment" shortlisted in 2016 for the *Mash Stories* quarterly flash fiction contest; "Explorers and Scientists" named as an Honorable Mention in *Penumbra* in 2016; and I was a second-place

winner in the Original Composition category at the University of Northern Iowa's 9th Annual Graduate Student Symposium.

Q: Describe your creative process. Do you have a daily writing schedule?

I don't have a daily writing schedule, but I should. In terms of process, I spend much more time revising and reworking a piece than I do actually writing it. Writing the first draft is the hardest part, but once it's finally down on paper, I can set it aside for however long is necessary, and then pick it up again to start the revision and re-drafting process.

Q: What are some challenges you face as a writer?

I struggle with putting aside time and energy to actually sit down and write. It's also difficult sometimes for me to know when a piece is "done" and is ready to be submitted for publication.

Q: Whom do you get regular feedback from on your writing and why is that important in the process?

I discuss ideas and writing elements with a couple classmates, and we occasionally exchange work when our schedules allow. The best feedback I've received has come from writing classes that have involved a workshop component; in those classes, I've received feedback from fifteen to twenty of my peers as well as the professor, which is invaluable. It's important to see from an objective, outside perspective what's working in a piece and what needs to be rewritten or just scrapped altogether. The pieces that I've had workshoped in these sorts of classes have most often been my strongest.

Q: What advice would you offer aspiring writers?

Revise. Revise, revise, revise, and then when you think it's perfect, revise it one last time.

Q: What are your plans following graduation in May?

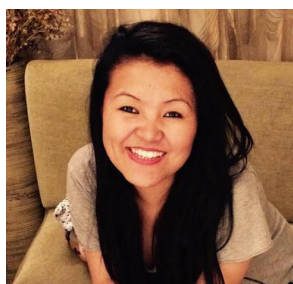
I plan to further my education and earn a Master of Fine Arts. I have applied to several MFA programs, including the University of Iowa, University of Minnesota, and University of California-Irvine.

For more information about the graduate programs in the Department of Languages and Literatures visit:

<https://langlit.uni.edu/ma-english>

QUICK FACTS

- **Graduate Program**
Women's and Gender Studies
- **Anticipated Graduation**
May 2018
- **Education**
Bachelor's in English Literature
Master's in English Literature
- **Undergraduate Institution**
Madras University, India
- **Home Country**
Tibetan refugee born in India



Q: Why did you choose UNI and what drew you to the field of Women's and Gender Studies?

I was admitted to UNI by my scholarship program. I had another Master's degree from India in English Literature and while I was studying gender and literature, the notion of

feminism and its issue really lifted my interest toward this field. After receiving a scholarship, I thought it was a golden opportunity for me to follow my passion to study about women and their rights.

Q: What is your focus area within Women's and Gender Studies?

My focus areas are women and violence, with special reference to sexual violence, domestic violence, sex trafficking and human trafficking.

Q: What are your future career plans within this field after graduation?

I am hoping I will be able to work with and contribute back to my Tibetan community. I would love to work at the Tibetan Women Empowerment Desk which is initiated by Central Tibetan Administration (CTA) and organizations such as the Tibetan Women's Association (TWA) who work in the interest of Tibetan women.

Q: Are there any faculty/staff members or positive experiences that have influenced you in your program thus far?

My first year experience has come with a lot of learning and challenges for me. Many of my professors have been profoundly kind, understanding and very approachable in terms of any difficulties I am experiencing.

Q: What kinds of adjustments have you had to make or what challenges have you faced as an international graduate student at UNI?

My biggest challenge was and still is my writing. We have lots of papers to write, which is so different from the university I attended in India. My biggest weakness and challenge is failing to articulate clearly in my papers. Apart from that, my graduate experience is getting better and better.

Q: Are there any internships, research projects that you are working on this semester?

Not in this semester, but I have to do an internship in my last semester of the Women's and Gender Studies program, for which I am preparing right now as a part of my feminist theory class.

Q: Any other activities or groups you are involved in on campus?

I am involved with the International Student Orientation (ISO) and UNI RISE: Refugee and Immigrant Support and Empowerment.

Q: What advice do you have for graduate students at UNI?

Don't be scared to share knowledge with one another. Especially, when you are capable of helping one another, do it without thinking about it. Be kind to everyone.

Q: What do you enjoy doing in your free time?

I like to watch movies, spend time with friends, and have my own time.

For more information about the Women's and Gender Studies program visit:

<https://csbs.uni.edu/womenstudies>

QUICK FACTS

- **Graduate Program**
Master of Arts in Postsecondary Education: Student Affairs, 2007
- **Additional Educational Background**
Bachelor of Arts in Political Science, Manchester University
Master of Arts in Organizational Leadership, Lewis University
Currently pursuing Ph.D. in Higher Education Administration, Illinois State University
- **Current Position**
Director of Student Affairs, University of Illinois at Chicago Rockford Campus



Q: Can you tell us a little bit about your current position at the University of Illinois at Chicago Rockford Campus College of Pharmacy?

I am the Director of Student Affairs where I serve as a resource for students whether it be academic or personal. I also do some recruitment for the program as well. In addition, I collaborate with colleagues within

the College of Medicine and the College of Nursing. Prior to this position, I worked in Residence Life and Multicultural Student Services at the undergraduate level.

Q: What led you to pursue a career in Student Affairs?

It started during my time as an undergraduate and being involved on campus. Mentors educated me about this career and I realized over time, I enjoyed working in a higher education setting.

Q: What do you enjoy most about the work that you do?

In addition to working with students, I enjoy the opportunity to meet people within the Pharmacy profession and tour Pharmacy related companies as well.

Q: Throughout your Student Affairs experience, what changes have you seen in college students?

The changes I have seen throughout my Student Affairs experience are the increased number of non-traditional students enrolled in higher education. Secondly, the high number of full time students that are either working full or part-time to pay for their education. Lastly, the increased presence of technology both in and outside the classroom.

Q: What trends or issues do you think are impacting the field of Student Affairs?

One trend I believe is impacting the field of Student Affairs is to help students develop their interpersonal and intercultural skills because I believe students are becoming too heavily reliant on technology and social media to communicate with each other. Another trend is continuing to provide quality service to a diverse student body as university budgets are being reduced.

Q: What's motivated you to earn a second Master's degree and now to pursue your Ph.D.?

I was motivated to earn a second Master's degree because it was paid for, so I took advantage of it. As for my PhD, mentally I knew if I didn't start it now, I was never going to do it. In addition, I know if I want to be able to advance to a higher position within higher education, I would need a PhD. The degree will give me the foundation and credibility to initiate changes that will be beneficial to students and campus community.

Q: Reflecting on your graduate student experience at UNI, tell us what you enjoyed most about your program, or any professors or experiences that had great influence on you?

All of it. Everyone ranging from my professors, staff members and fellow classmates helped create a great graduate school experience overall. In addition, my internships in both England and Poland provided me that international experience.

Q: In what ways do you stay connected to UNI?

I do it in several ways: keeping in touch with my former classmates and professors through social media, I visit UNI at least once a year to recruit students into our Pharmacy School, I enjoy reading any alumni news either on social media or in the Alumni Magazine and lastly, I try to attend Panthers athletic events if they are playing within my area.

Q: What advice do you have for UNI graduate students?

Be open to opportunities regardless of the location. You never know what new doors of opportunities it may create for you.

For more information about the Postsecondary Education: Student Affairs program visit:

<https://coe.uni.edu/departments/educational-leadership-counseling-postsecondary-education/postsecondary-education/progra>



10th Annual Graduate Student SYMPOSIUM

Building Graduate Community

All Students, Faculty and Staff Invited!

Graduate Student Symposium

Tuesday, April 4

Maucker Union Ballroom
Welcome from Dr. Mark Nook
9:00 a.m.

Graduate Education for the Greater Public Good Alumni Panel
9:15 a.m.

Tatum Buse, Vice President of Finance and Corporate Controller, Rockwell Collins, Inc.

Quentin Hart, Mayor of Waterloo, Iowa

Dr. Katie Mulholland, President Pro Tem, Iowa Board of Regents

Christopher Shackelford, Historical Content and Program Developer,
Grout Museum District

Poster Presentations
Open to Public: 11:00 a.m.-1:30 p.m.
Judging: 11:00 a.m.-12:30 p.m.

Great Reading Room, Seerley Hall
Creative Performances
12:00-2:30 p.m.

Maucker Union Lower Level Meeting Rooms
Oral Presentations
1:00-4:00 p.m.



UNI RISE: REFUGEE AND IMMIGRANT SUPPORT AND EMPOWERMENT

UNI RISE (Refugee and Immigrant Support and Empowerment) is dedicated to serving and advocating for newcomers in the Cedar Valley, namely refugees and immigrants. UNI RISE strives to empower the Cedar Valley refugee and immigrant communities through service and advocacy. In order to engage the UNI community, UNI RISE's goal is to promote awareness and understanding of the experiences of refugees and immigrants. UNI RISE aims to build and strengthen connections between UNI students and the Cedar Valley to serve and support those in need.

The organization offers a variety of volunteer opportunities for students and community members. Students can volunteer or intern with the agencies through UNI RISE's programs. These programs connect UNI students to other nonprofits to help with additional volunteer work as well. Opportunities to volunteer include mentoring with Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC), English tutoring classes with First United Methodist Church and Saint Paul's First United Church, and assisting Catholic Charities

with basic intake work for immigration clinics. Tutoring is usually 1.5 hours from 10.30 A.M. to 12.00 P.M. on Saturdays. One-on-one mentoring depends on time agreement between mentor and mentee. There is a one day orientation for all volunteers followed by one day tutoring training on a separate date for those interested in becoming English tutors with First United Methodist and Saint Paul First United Churches. Help is always available from language coordinators who will assist new tutors.

TESOL graduate alumnus Ammellia Md. Amin was involved with UNI RISE for two years. Of working with UNI RISE, Ammellia said, "From personal experience, a volunteer grows as a person both emotionally and intellectually. We become more empathetic and sympathetic towards [immigrant and refugee] situations while at the same time learning how to become a better event facilitator, language tutor and time/resource manager." Ammellia found that involvement with UNI RISE was also an excellent résumé builder for those considering joining similar organizations as a career in the future.

Cedar Valley's Little Free Pantries

The Little Free Pantry is a national grass roots, crowd source solution to immediate and local need. Whether it be a need for food or a need to give food, the Little Free Pantry facilitates neighbor helping neighbor, building community. This program addresses issues of food insecurities in the community. Joyce Levingston, a Leisure, Youth, and Human Services graduate student, established the Little Free Pantry Program in the Cedar Valley. The program is designed to help children and adults who may sometimes fall between the cracks in certain situations, such as when traditional food pantries are unable to meet a needy individual's immediate hunger needs.

Waterloo Mayor Quentin Hart assisted in the dedication of the Cedar Valley's Little Free Pantry program on Monday, November 21, 2016. Three Little Free Pantry sites located in Waterloo at the Jesse Cosby Neighborhood Center at 1112 Mobile Street, the 1800 block of Newell Street, and the Antioch Baptist Church, 426 Sumner Street. Homemade boxes are installed where those with food can give and those who need food can take 24/7.

The program is supported by the community through monetary and non-perishable food and personal care donations such as rice, dried beans, dried fruit, dry soup packages, canned vegetables and fruits, and boxed dinners such as Hamburger Helper. Personal care items such as toothbrushes, toothpaste, Kleenex, and toilet paper are also welcomed. Donations of non-perishable food and personal care item can be dropped off at a Little Free Pantry location. Donations are also accepted at the Institute for Youth Leaders at 105 Human Performance Center (HPC) or by contacting Joyce Levingston at 273-2840 or levingsg@uni.edu.

Learn about the Cedar Valley's Little Free Pantries Program at <https://www.gofundme.com/2rcwtfcs>

Learn more about Little Free Pantry <http://www.littlefreepantry.org/>



UNI MBA INTERNATIONAL: HONG KONG ALUMNI



MAHESH MALHAN '16

Mahesh Malhan earned his mechanical engineering degree at the Indo-Swiss Training Centre in Chandigarh, India, where he studied Industrial Automation and Die and Design and Manufacturing.

Malhan currently works as the Senior Manager for Program Management at Hayco Group in Hong Kong. In this position, he takes ownership and provides leadership to cross functional teams to manage multiple NPI and sustaining programs worth operating annual revenue of \$150 million for floor care and home appliances. Before starting at Hayco Group in November 2015, Malhan served as the New Product Development Manager for Albea Plastic Packaging Co Ltd. in Hong Kong for nine years.

When asked what motivated him to pursue his MBA, Malhan said, "After spending 15 years in the Fast-Moving Consumer Goods (FMCG) industry gathering

experience in multiple fields of manufacturing operations management, I was looking for a platform to further polish my skills and this led me to go back to the school. Studying Business Administration seemed to be best fit to further learn about different aspects of management and also help me progress in my career path."

While completing his Capstone project, Malhan worked to implement all of the techniques he learned throughout the MBA courses. He also said he focused on what the other teams were doing, analyzed how they may move and tried to stay one step ahead of them. In addition to these techniques, he managed to take calculated risks at the right time in order to give his team the edge over other teams and their projects.

Malhan stated that the best part of the UNI MBA program is its rolling enrollment. He enjoyed meeting people from different educational and professional backgrounds, and this motivated him to adjust his study patterns and learn from other students in such a diverse group with different professional experiences.



MUNISH KALIA '16

Munish Kalia also earned his mechanical engineering degree from the Indo-Swiss Training Centre in Chandigarh, India where he studied Die & Mold Design.

Kalia has been the Senior Manager for Strategic Projects at Johnson Electric in Hong Kong since June 2014. Johnson Electric is a highly vertically integrated company which produces 80% of the components required for its Automotive Motor manufacturing. As the Senior Manager, he has many responsibilities, including monitoring the progress of the machine and components manufacturing, defining the roadmap for components manufacturing and supply chain management, implementing manufacturing strategies within the organization for Global sites, and also managing annual capital investments of \$45 million and component production worth \$150 million.

After gaining experience at different organizations and various functions in his career, Kalia had a

basic introduction to cross functional environment. He pursued his MBA in order to grow within general management in this industry. Kalia sought opportunities to learn tools and techniques which work in modern manufacturing environment in cross functional management, and let that motivate him in his studies.

Kalia's Capstone project focused on stock price and profit. He was able to really enhance his learning through group discussions and debates regarding particular decisions and how to reach those decisions on stock price and profit.

When asked what his favorite part was throughout his MBA student experience, Kalia had a few experiences stand out from his journey in the program. One was the joint session for MIS with Guangzhou UNI teams. He enjoyed working and interacting with students and alumni from all different backgrounds. Another experience he cherished was the New Venture business model discovery. Kalia said, "This module was great as we worked in groups to create a business value from a small little idea. The journey and experience of creating a business proposition and making an investors pitch was great."

UNI MBA INTERNATIONAL: HONG KONG ALUMNI



SHAIKH LATHEEF AHMED '16

Shaikh Latheef Ahmed earned his Bachelor of Engineering-Computer Engineering from the Army Institute of Technology (AIT), Pune University, Pune,

India.

Ahmed has been the Development and Support Lead at Cathay Pacific Airways Limited in Hong Kong since September 2013. He is responsible for the development and support of a designated group of applications for aircraft engineering operations. This includes understanding how well the business is supported by the applications and ensuring the successful delivery of software development with high quality deliverables that are aligned with business vision and goals. He is also responsible for maintaining high stability of the applications in the production environment, provide proactive maintenance and to meet service level metrics.

Ahmed outlined four major motivators that led him to pursue his MBA. First was personal growth. "I wanted to formalize all my years of experience and knowledge so I could reaffirm the skills acquired over

over these years to build a solid reputation and confidence." The second was career progression, aiming for upper management roles within an organization. The third was the big picture of it all. "I wanted to step back and get away from the daily routine and see the world from a larger perspective. I want to study how the business organization makes money and grows." The fourth motivator was for his own personal reason. "I always wanted a degree from a prestigious US university, I wanted my family to see me wearing the academic dress and holding the degree in my hand."

Ahmed's Capstone project focused on the strategic elements of a wide range of topics, such as corporate strategy, research, marketing, finance, product development, HR, and operations management.

Reflecting on his MBA experience, Ahmed stated that the Capstone project experience was his favorite from the entire MBA program. It has helped him put together everything he learned over the program and was able to see real issues that business organizations face in different economic conditions, and apply his knowledge to recommend adjustments to be made to the business strategies.



HARVINDER SINGH '16

Harvinder Singh received his bachelor's degree from the University of Birmingham in the UK, where he studied business. He began his current position as a linguist for the Immigration

Department of the Government of the Hong Kong Special Administrative Region (HKSAR) in Hong Kong in July 2016. In this position, he is responsible for the interpretation, translation, and certification of Indian languages into English and vice versa. Prior to the Immigration Department of HKSAR, Singh was a linguist for the Judiciary of HKSAR.

Singh was motivated to pursue his MBA in order to advance his career and to gain knowledge to enter into entrepreneurship.

Singh's Capstone project focused on stock price and

profits. He said that this Capstone project advanced his learning through the team discussions, in which teammates shared practical business world stories to help them devise a strategy for their project.

Singh's favorite part of the overall MBA student experience was the teamwork and class discussion that facilitated much of his learning.

For more information about the MBA program visit:

<http://business.uni.edu/web/pages/academics/mba.cfm>

STUDENT ACCOLADES

PUBLICATIONS

- Guldager*, N., Krueger, K., Taylor, J. (2016). "Reading Promotional Events Recommended for Elementary Students" Teacher Librarian.
- Teske*, J., Clausen*, C. K., Gray*, P., Smith*, L., Al Subia*, S., Rod Szabo, M., Kuhn, M., Gordon, M., & Rule, A. C. (2017). Creativity of Third Graders' Leadership Cartoons: Comparison of Mood-enhanced to Neutral Conditions. *Thinking Skills and Creativity*, 23, 217-226.
- Toang*, N., Naami, A. (2016). "Gender-based Violence: Comparing the Experiences of Sudanese Women in Iowa Before and After Migration to the United States of America" *African Journal of Social Work*. 6(2):7-19.

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- Abbe*, M., Ballard-Green*, D., Gidley*, M., McNeal*, V. and Webb*, M. (2016). "Empowering Refugee Youths through Community Awareness Panel: Lessons Learned" NASW Iowa Chapter Annual Symposium, Des Moines, IA.
- Agostini*, C., Bowser*, M., Burda, A. (2016). "Addressing Sentence Production in a Person With Aphasia" American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Aladia*, S., & Harton, H. C. (2016). "Individual Differences in Helping and Receiving Help Across the United States and India" 17th Annual Convention of the Society for Personality and Social Psychology, San Diego, CA.
- Aladia*, S., & Harton, H. C. (2016). "Gender Differences in Helping and Receiving Help Across the United States & India" 23rd International Congress of the

International Association for Cross-Cultural Psychology, Nagoya, Japan.

- Atkins, D. (2016). "3d Modelling From 2d Oblique Imagery" 3rd Place Award. West Lakes AAG Conference, Marquette, MI.
- Baranska*, J., Joerger*, A., Neely*, G., Blouch*, V., and Pitts, L. (2016). "Swallowing Power Tests During Bedside & FEES in Healthy Adults" American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Brandt*, K. Hoffman*, A., Knight*, E., Shipley*, C. (2016). "The Contribution of Morphological Awareness Training in Literacy Skills of School Aged Children with Reading and Concurrent Speech and Language Impairments" Iowa Speech and Hearing Association Convention, Iowa City, IA.
- Broussard*, K. A. & Harton, H. C. (2016). "Predictors of anti-Black prejudice: A Meta-analysis of the Influence of Religion and Political Orientation" 17th Annual Convention of the Society for Personality and Social Psychology, San Diego, CA.
- Burda, A., Hoeger*, R., Johnson*, T., Lyons*, J., Worthington (now Harris)*, J. (2016). "Effectiveness of the Name That! PCA App in Persons with Aphasia" American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Burda, A., Olk*, S. Spelde*, S., Wakeman*, N. Walczak*, S., Walczak*, A. "Effectiveness of the Randomize That! App in a Person With Aphasia & AOS" (2016). American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Burda, A. Colsch*, J., Harris*, J., Hoeger*, R., Johnson*, T., Dykeman*, C. (2016). "Effectiveness of Phonological Component Analysis Using the Name That! PCA App in Person with Anomic Aphasia" Iowa Speech and Hearing Association Convention, Iowa City, IA.
- Cramer*, J., & Edmister, E. (2016). "AAC Feature Matching Considerations: Factoring in Setting and Demands" Assistive Technology On the Mississippi Conference,

Bettendorf, IA.

- Dolma*, T., & Harton, H. C. (2016). "Different Levels of Negative Emotions and Their Impact on Prosocial Behavior" 17th Annual Convention of the Society for Personality and Social Psychology, San Diego, CA.
- Frundle*, R.L., Van Langen*, A.N., Ashland*, S.C., Leacox*, L.R. (2016). "Iowa Oral Narrative Project: Bridging Oral Cognate Adaptation (BOCA)" Iowa Speech and Hearing Association Convention, Iowa City, IA.
- Gates*, M. Polit*, K., Wagner*, R. (2016). "Attention and Executive Function Test Performance in Young and Older Adults" Iowa Speech and Hearing Association Convention, Iowa City, IA.
- Hall, L.*, James, T., Aladia*, S., Ledbetter*, T., & Harton, H. C. (2016). "What Would Facebook Do?: Cognitive Dissonance and Facebook Use" Midwestern Psychological Association Conference, Chicago, IL.
- Hite*, B., Meacham, S., Tidwell, D., & Forbes, S. (2017). "Self-study of the Priming Effect in My Teaching Within Reading Recovery Instruction" American Educational Research Association Conference, San Antonio, TX.
- James*, J., Saddoris*, K., & Edmister, E. (2016). "A Comparison of Low-Tech Eye Gaze Methods" 17th Biennial Conference of the International Society for Augmentative and Alternative (ISAAC), Toronto, Canada.
- Korkina*, V. (2016) "Using Leverage to Forge Leadership: Indigenous People's Rights in Business Operations" United Nations Headquarters in Geneva, Switzerland
- Kurkal*, J. (2016). "Along the Way, Born Too Soon: Prematurity (Newsletter)" Iowa Speech and Hearing Association Convention, Iowa City, IA.
- Li*, Z., & Harton, H. C. (2016). "The Effect of Suppression of Stereotype Threat on Self-evaluations and Cross-gender Interpersonal Evaluations" 17th Annual Convention of the Society for Personality

Li*, Z., & Harton, H. C. (2016). "Control Threat Induces Internalization of Benevolent Sexism Among Women" Midwestern Psychological Association Conference, Chicago, IL.

Linnerson*, V., Li*, Z., Thompson*, O., Petersen*, K., & Harton, H. C. (2016).

"Same Crime, Different Punishments: Race-based Perceptions of Suspects' Mental Illness" Midwestern Psychological Association Conference, Chicago, IL.

Ma*, L. & Harton, H. C. (2016). "Do Relational Standards Add to the Investment Model in Predicting Commitment in Romantic Relationships?" International Association for Relationship Research Conference, Toronto, Canada.

Montibeller*, A. (2016). "Estimating Surface Energy Fluxes and Evapotranspiration using an Unmanned Aerial Vehicle in Ames, IA" ASPRS Annual Conference: Imaging & Geospatial Technology Forum, Fort Worth, TX

Montibeller, A. (2016). "Mapping Evapotranspiration of Corn and Soybeans Using an Unmanned Aircraft System in Ames, Iowa" 2nd Place Award. Regional Meeting of the West Lakes/East Lakes, Marquette, MI

Neely*, G., & Edmister, E. (2016). "AAC Feature Matching Considerations: Factoring in Setting and Demands" Building Bridges Conference, Iowa City, IA.

Nelson*, J., Tidwell, D., Forbes, S., & Meacham, S. (2017). "A Self-Study of Literacy Practice: Tensions Between the Ideal and the Real" American Educational Research Association Conference, San Antonio, TX.

Olk*, S., Spelde*, S., Wakeman*, N., Walczak*, S. (2016). "Effectiveness of the Randomize That! Application in a Person with Aphasia and AOS" Iowa Speech and Hearing Association Convention, Iowa City, IA.

Oxley*, B., Friday*, K. (2016). "Improving Literacy through Technology for Children Who are Deaf or Hard of Hearing" Iowa Speech and Hearing Association Convention, Iowa City, IA

Pitts*, L., Conway*, K., Cramer*, J., Reicks*, A. (2016). "Exploring Reliability of Videofluoroscopic (VFS) Measures in Parkinson's Disease-Related Dysphagia" American Speech-Language-Hearing Association Convention, Philadelphia, PA.

Salinas*, M. & Harton, H. C. (2016). How People React to Rejection: Perceptions of Fairness and Motivated Responses to Possible Discrimination. American Psychological Association Convention, Denver, CO.

Salinas*, M., James*, T., Mattila*, K., & Harton, H. C. (2016). "Eric Garner, Michael Brown, and Police Attitudes: Racism Trumps Other Individual Differences" 17th Annual Convention of the Society for Personality and Social Psychology, San Diego, CA.

Salinas*, M., Ma*, L., Gray*, J., Wetherell*, E., & Harton, H. C. (2016). "Who's Really More Afraid?: Political Ideology and Fear" Midwestern Psychological Association Conference, Chicago, IL.

Schramm*, A., & Harton, H. C. (2016). "School and Juvenile Justice Personnel's Confidence and Ability to Detect Adolescent Mental Illness" Midwestern Psychological Association Conference, Chicago, IL.

Stierwalt*, J.D., Steirwalt*, J.A.G. (2016). "The Amyotrophic Lateral Sclerosis-Cognitive Behavioral Screen: Results from a Cohort of 70 People with ALS" Iowa Speech and Hearing Association Convention, Iowa City, IA.

Stierwalt*, J.D., LaPointe*, L., Lansford*, K. (2016). "The Effects of Azilect on Gait in Individuals With Parkinson's Disease" American Speech-Language-Hearing Association Convention, Philadelphia, PA.

Vogt*, M. (2016). "An Analysis and Reporting of Decided and Deciding Majors" Mid-America Association for Institutional Research Conference, Kansas City, MO.

Wambuu*, P. (2016). "Socio-Economic Impacts of International Tourism to a Local Community. A Case Study of the Town of Malindi, Kilifi County, Kenya" American Association of Geographers Conference,

San Francisco, CA.

Wambuu*, P. (2016). "Lake Chad: The Past, Present and the Future" 3rd Place Award. West Lakes American Association of Geographers Conference, Marquette, MI.

AWARDS

Aladia, S. *Witkon-Okonji Travel Award*. International Association for Cross Cultural Psychology Conference.

Cramer, J. *Iowa Speech-Language-Hearing Association Foundation Award*.

Lyons, J. *Nancy Ritchie Scholarship*

Ma, L. *Reduced Conference Registration Award*. International Association for Relationship Research Conference.

McNeal, V. *Outstanding Graduate Service Award* (Department of Social Work)

Montibeller, A. *Award for Distinguished Service* (Department of Geography)

Nelson, A. *Best Graduate Research Paper Award* (Department of Social Work)

Rosauer, N. *Robert Runkle Endowed Scholarship in Social Work, Department of Social Work*.

Ruggles, R. *Young Alumni Award: Wartburg College* (Instructional Technology, College of Education)

Swanson, R. *Dr. John H. McNeely Graduate Student Oral History Award*. Borderlands Public History Lab, the Institute of Oral History and the Department of History.

Key:

*Indicates a graduate student presenter

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